

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
ADVANCED STUDIES IN TEACHING AND LEARNING PROGRAM**

**EDUC 612.C04/6H1
INQUIRY INTO PRACTICE
2 Credits, Summer 2019
CRN 42533 (C04)
CRN 42431 (6H1)**

Meeting Times/Days

ONLINE; Our week runs Tuesday-Monday starting June 25 through August 2

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Provides experience using research skills to foster systematic and thoughtful inquiry into classroom practice. Explores relevant classroom practice issues through critical writing, action, and research. Emphasizes cultural diversity, language, and gender issues in research.

Course Overview

The purpose of this course is to provide participants with: a) a foundation for implementing critically reflective, systematic, and thoughtful inquiry into classroom practice, b) a developing perspective on the cultural, linguistic, and ability diverse learner variables in 21st century classrooms, c) opportunities to understand and augment research skills, and d) emergent knowledge on how critical reflection and teacher professional knowledge and dispositions frame their classroom practice. Practitioners explore relevant classroom practice issues through writing, reflections, exploring and experimenting with action research approaches, and sharing their work in a collaborative setting. Through the critical examination of action research and experimentation with action research strategies and approaches, teachers come to recognize the value of classroom inquiry as a way to make more informed decisions about their educational practice. Participants give special attention to cultural and linguistic diversity and their own cultural backgrounds as they inform their approaches to teaching and learning, begin to explore other cultural dimensions in the consideration of research questions, puzzlements, and the conduct of research.

Course Delivery Method

EDUC 612 Summer 2019

This course will be delivered online (76% or more) using synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 6/18/19.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers.
 - For a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
 - For a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
 - GMU email is to be checked **daily**.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday and finish on Monday.
We will have regularly scheduled synchronous Collaborate sessions during our semester. Attendance is required. You will be informed of the dates for synchronous meetings.
- Log-in Frequency:
Students are expected to visit our Blackboard site *at least* three times during the week: Once at the beginning of each week, once in the middle of the week, and then again at the end to read any new posts and replies. In addition, students must log-in on time for all scheduled online synchronous meetings.
- Participation:

Students are expected to actively engage in all course tasks throughout the semester, which include viewing of all course materials, completing course activities and assignments, reading/listening to weekly syntheses, completing all readings, and participating in course discussions and group interactions. It is expected that you will monitor your participation and be able to complete all tasks on-time without reminder.

- Remember this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus.
- You should plan to spend *at least* 10 hours a week engaged in coursework (including reading).
- Students are expected to adhere to a 24-hour turnaround time for emails.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Help can be obtained via the Blackboard Help links in your course site (for Blackboard technical issues) and by contacting your instructor (for issues with other technologies utilized in the course).
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. Be positive in your approach to others and diplomatic with your words. I will do the same. Remember, we are not competing with each other, but sharing information and learning from one another. Agreement is not mandatory, but respect and open-minded consideration are.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

At the end of this course, students will be able to:

- identify and understand different approaches to educational inquiry (*ASTL Outcomes 3 & 4*) (*IB Adv Cert Domains 2.1 & 4.1*),
- reflect systematically and critically about their teaching practice, individually and as members of learning communities (*ASTL Outcomes 4 & 5*) (*IB Adv Cert Domain 3.2*),

- examine the relationship between their own pedagogical actions and who they are as learner and individual, who they are as teacher, and who they are as teacher inquirer (*ASTL Outcome 4*) (*IB Adv Cert Domains 3.2 & 4.1*),
- demonstrate an understanding of their role as teacher leaders and action researchers in their educational settings (*ASTL Outcome 4*) (*IB Adv Cert Domains 1.1 & 2.1*),
- engage in critical reflection as a key element of their professional learning and educational practice (*ASTL Outcome 4*) (*IB Adv Cert Domain 3.2*),
- explain the critical importance of incorporating multiple perspectives in their educational practice to meet the needs of all learners, including culturally, linguistically and ability diverse learners (*ASTL Outcomes 3 & 6*) (*IB Adv Cert Domains 1.1 & 2.2*),
- develop research questions relevant to their classroom practice (*ASTL Outcome 4*) (*IB Adv Cert Domain 4.1*),
- provide a rationale for researching their own practice and explore how action research informs the management and monitoring of student learning (*ASTL Outcomes 3 & 4*) (*IB Adv Cert Domain 4.1*),
- identify, comprehend, and express the ethical and moral issues connected to classroom-based research (*ASTL Outcomes 3, 4, & 7*) (*IB Adv Cert Domain 3.1, 3.2, & 4.1*).

Professional Standards

Upon completion of this course, students will have met the following professional standards: EDUC 612 is aligned with the NBPTS propositions, specifically:

- Proposition 3: Teachers are responsible for managing and monitoring student learning;
- Proposition 4: Teachers think systematically about their practice and learn from experience; and
- Proposition 5: Teachers are members of learning communities.

EDUC 612 is also aligned to the three additional principles that guide the ASTL Core:

- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners; and
- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues
- Principle 8: Teachers use technology effectively to facilitate student learning and their own professional development.

The content of EDUC 612 additionally aligns with aspects of the International Baccalaureate (IB) Certificate in Teaching and Learning Research, with a particular focus on the following Domains of Knowledge:

- Domain 1.1: Contemporary issues in IB education – Identification, clarification, and articulation of contemporary issues in IB context;
- Domains 2.1, 2.2: Research practice – Application of planning and scoping process in IB contexts; Collection, analysis, interpreting and reporting of evidence;
- Domains 3.1, 3.2: Linking theory to practice in an IB context – Identification and selection of source material; Critical reading and reflection;
- Domain 4.1: Building capacity for practitioner inquiry – Relevant research questions.

Required Texts

Choose one:

Ballenger, C. (1999). *Teaching other people's children: Literacy and learning in a bilingual classroom*. New York, NY: Teachers College Press.

OR

Fecho, B. (2004). *Is this English? Race, language, and culture in the classroom*. New York, NY: Teachers College Press.

Related Resources

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

ASTL Community & Course Websites: <http://mymason.gmu.edu>.

- 1) For course-specific information, refer to the Blackboard Course site located under the Courses tab. Your course syllabi and other related course documents and announcements will be posted regularly on this specific Course site.
- 2) For program-related resources, access the Organizations tab to the upper right of your Bb screen and click on the link for the ASTL Program Site. Program files, such as the Portfolio Guidelines and related articles will be housed on the ASTL Program Site. This site will be the central location for all cohort information and communication from now through the completion of your program. This is also where you will upload your ASTL Reflection Points at the conclusion of each Core course.

Articles

These articles are located on Blackboard. Due dates for their in-class discussion are located in the syllabus. Please note that the bullets below the Brookfield and Dewey references should not be included in your reference lists. The bullets are here to aid you in reading the correct chapters.

Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

- Chapter 1: What it means to be a critically reflective teacher (pp. 1 – 27)

Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

- Chapter 2: Becoming critically reflective: A process of learning and change (pp. 28-48)

Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

- Chapter 3: Learning to know ourselves: The value of autobiography (pp. 49-70)

Dewey, J. (1933). *How we think*. Boston, MA: D.C. Heath & Company.

- Chapters 1 & 2: What is thinking? (pp. 3 –23)

Dewey, J. (1938). *Experience and education*. New York, NY: Collier Books.

- Chapter 3: Criteria of experience (pp. 33-50).

Dewey, J. (1938). *Experience and education*. New York, NY: Collier Books.

- Chapter 6: The meaning of purpose (pp. 67-72)

- Dewey, J. (1944). *Democracy in education*. New York, NY: The Free Press.
- Chapter 11: Experience and thinking (pp. 139-151).
- Farrell, T. S. C. (2012). Reflecting on reflective practice: (Re)visiting Dewey and Schön. *TESOL Journal*, 3(1), 7-16.
- Fox, R. (2012). The critical role of language in international classrooms. In B. D. Shaklee & S. Baily (Eds.), *Internationalizing teacher education in the United States* (pp. 59-76). Lanham, MA: Rowman and Littlefield.
- Garza, A. V., & Crawford, L. (2005). Hegemonic multiculturalism: English immersion, ideology, and subtractive schooling. *Bilingual Research Journal*, 29(3), 599-619.
- Kohl, H. (2002). Topsy-turvies: Teacher talk and student talk. In L. Delpit & J. K. Dowdy (Eds.), *The skin that we speak* (pp. 145-161). New York, NY: The New Press.
- Nieto, S. (1999). *The light in their eyes: Creating multicultural learning communities*. New York, NY: Teachers College Press.
- Purcell-Gates, V. (2008). "...As soon as she opened her mouth!": Issues of language, literacy, and power. In L. Delpit & J. K. Dowdy (Eds.), *The skin that we speak* (pp. 121-144). New York, NY: The New Press.
- Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teacher's College Record*, 104(4), 842-866.
- Schön, D. (1983). *The reflective practitioner*. New York, NY: Basic Books.
- Servage, L. (2006). Making space for critical reflection in professional learning communities. *Education Canada*, 47(1), 14-17.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments**

	<i>Points</i>
Weekly Class Engagement	30
Critical Reflection	
Teacher Beliefs Graphic & Statement (10)	25
Reflective Journal Entries (15)	
Autobiographical Study	40
ASTL Program Portfolio Reflection Point: EDUC 612	5
Total Points	100

Weekly Class Engagement (30 points)

Weekly class engagement includes multiple aspects of engagement in our course content, including: the weekly class experiences incorporating reflective practice, critical inquiry,

posing potential research questions, and action research procedures; critical discussion of scholarly readings with a focus on developing critical reflective capacity (includes engagement with readings through your *Dialectical Journal*), and creation of the website for your ASTL program portfolio. In addition to being present each week and maintaining your *Dialectical Journal*, this part of your grade also includes quality participation and investment in dialogues and professionalism in all communication with your professor and your peers (including engagement as a critical friend in journal entry review). See Rubric.

Critical Reflections (30 points). The following reflections will serve as a scaffold for the larger Autobiographical Study, a course performance-based assessment (PBA).

- A. **Teacher Beliefs Statement (10 points).** Surfacing and understanding our beliefs about teaching and the impact of those beliefs on the educational experiences we create (or don't create) is foundational to developing as a critically reflective educator. To begin this journey, first you will construct a graphic (bubble chart) that identifies your beliefs and your accompanying classroom actions. Then you will translate that chart into a short 3-5 page paper (your Teacher Beliefs Statement). The paper should include references; note the reference page does not count as part of the page limit. This is a course performance-based assessment (PBA). See Rubric.
- B. **Reflective Journal Entries (20 points).** Participants will maintain an online reflective journal throughout EDUC 612. This journal, which will be written to prompts, is designed to help participants develop a habit of mind of putting thoughts to paper and will scaffold course learning leading to the Autobiographical Study. Systematic and regular journaling will be used to provide evidence of growth as a reflective educator and will provide experience in reflection as a data collection source for the Autobiographical Study and forthcoming research in the Core. Each class period will involve reflective writing. See Rubric. Refer to the class schedule for submission dates for the individual Reflective Journal Entries, to be completed in Blackboard. Excerpts and representations of all of these various forms of critical reflection will be incorporated into the Autobiographical Study.

Autobiographical Study (40 points)

Participants will draw from their narratives, teaching, and research experiences, course materials, Dialectical Journals, and focused reflections to provide the rationale and foundation for their autobiographical study. Participants will incorporate a variety of genres (e.g. narratives, poems, images, videos, etc.) within their Autobiographical Study that capture their experiences as individuals, learners, and teachers. The purpose of this study is for educators to begin with Self as they provide an avenue to examine their own learning experiences and teaching practices and focus on how these and their growing understanding of new dimensions, such as culture, language, and critical reflection, relate to the practices they adhere to in their teaching. The Autobiographical Study emphasizes and incorporates critical reflective practice. Examples will be provided in class. See Rubric.

Electronic submission should be posted to the Blackboard Assessments link (Tk20).

Your Autobiographical Study will be created using a Web 2.0 tool, Prezi, or web site.

[Note: Please copy the URL to a Word document before submitting to Blackboard *and* remember to include the password, if using a protected site.]

Other Requirements

ASTL Professional Portfolio Reflection Point

The **ASTL Professional Portfolio** is a program level performance-based document that provides concrete evidence of teacher learning and knowledge development throughout the Advanced Studies in Teaching and Learning Program while linking the ASTL program requirements with national, state, and institutional professional standards. Program participants begin the portfolio in EDUC 612 and develop its content across the Core and remaining Concentration coursework. In EDUC 612, the portfolio structure is created. At the conclusion of this course, you will write your first portfolio reflection point: EDUC 612. The reflection point is designed to connect knowledge attained through the Core course content and course products to the program learning outcomes and your own growth and development. It is written in response to the reflection prompt described in detail below.

PROMPT FOR ASTL PORTFOLIO REFLECTION POINT: EDUC 612

Teacher as Critical Reflective Educator

In this reflective narrative, you will focus on how coursework, related readings, and products in EDUC 612 have led you to think more deeply about critical reflective practice and who you are as a learner and educator.

First, reflect on your learning and your perceived growth and change at this point in the Core.

Then, construct a written reflection that captures the following:

I used to think...

Now I think...

What this means for me

In your reflection, connect to any of the applicable eight program learning outcomes and the ways in which the performance assessments in this course provide evidence of your knowledge. Also, within your reflection identify program experiences that have most impacted your thinking and your teaching practices (including selected PBAs, course readings, activities, and other learning experiences).

Required course products to be used as evidence of knowledge:

- Autobiographical Study (EDUC 612)
- Teacher Beliefs Statement (EDUC 612)

Other suggested products for inclusion:

- Written reflections, as selected by individual (such as excerpts from journals)

Guidelines and suggested format for each of the Reflection Points

Length: Aim to limit your response to two well written single-spaced pages

Focus: Each Reflection Point should include a short description, but will focus on *interpretation* and *analysis* of learning by synthesizing knowledge attained from that learning component of the Core coursework.

Format: Each reflection point *describes, interprets, and examines* why and how the course product(s) provide evidence of the ASTL principles addressed in that learning module. Here you should also discuss the impact of this course/learning module on your teaching practice *and* its impact on P-12 student learning.

- **General Requirements**

- A. Please note that this online course is **not self-paced**. You will be expected to complete one learning module every week. It is critical for each student to complete all readings and activities on a weekly basis. Class ‘attendance’ is both important and **required**. If, due to an emergency, you will not be participating in course activities on time, you must contact your instructor prior to their due time.
- B. All assignments are due no later than **11:59 PM EDT** of the date indicated in each week’s assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Bb course site.
 - a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. No late submissions will be accepted after the course end date.**
 - b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.
- C. Please adhere to the assignment submission instructions listed in this Syllabus. Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.
 - a. All assignments submitted should have the filename format LASTNAME-ASSIGNMENT TITLE. Do not upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlxs). ONLY supporting documents for assignments can be in PDF format.
- D. *All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect **APA style (6th edition), as well as double-spaced, with 1” margins, and 12-point font (Times New Roman, Calibri, or Arial).**

- **Instructor Role**

- Although I will be monitoring online discussion forums, my participation within them will be limited as I want discussions to be authentic between members. **Please note that during this time, I will be noting the quality and extent of your participation.**
- In order to link your work with that of your peers and with the weekly topic, I will make weekly synthesis posts that capture the big ideas shared across discussions that week. Students are expected to read/listen to the synthesis posts to aid the transition into the next week.
- I will adhere to a 24-hour turnaround time for emails during the week and 48-hours on weekends and holidays.

- **Grading**

| 95-100=A | 90-94=A- | 86-89=B+ | 83-85=B | 80-82=B- | 70-79=C | Below 70=F |

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times. ASTL will distribute the program’s Statement of Dispositions at the outset of the program, which all participants are expected to sign as an indication of their commitment as professionals.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Weekly Topics	Readings Due *Readings available on BB
Week 0	<p style="text-align: center;"><u>Getting Started</u></p> <p>This week are ‘pre-course’ activities to get to know the course and one another. You will also engage in a program orientation that introduces the Core course sequence.</p>	Syllabus plus additional materials on BB
Week 1	<p style="text-align: center;"><u>Inquiry and Reflection: The Beginnings</u></p> <p>What is meant by inquiry, reflection, and critical reflection? How do your professional and personal experiences affect your teaching? How does who you are affect your beliefs and your instruction? This week, we will begin our deep dive into examining the symbiotic relationship between inquiry and reflection and what that means for your professional identity and growth as an educator.</p>	<p>Read and respond in your Dialectical Journal</p> <p>Rodgers: <i>Defining Reflection: Another Look at John Dewey & Reflective Thinking</i></p> <p style="text-align: center;">and</p> <p>Farrell: <i>Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön</i></p> <p style="text-align: center;">and</p> <p>Brookfield: <i>Learning to Know Ourselves</i></p>
Week 2	<p style="text-align: center;"><u>Understanding What It Means To Be a Critically Reflective Teacher</u></p> <p>This week, we consider the multiple ways of examining and understanding our identity and its influence on our actions. How has critical reflection been conceptualized over time? How do scholars view the relationship between experiences, reflection, and actions? What sense can we make of this in relation to our own lives?</p>	<p>Read and respond in your Dialectical Journal</p> <p>Jigsaw chapters, as assigned, for Brookfield, Dewey, Schön</p>
Week 3	<p style="text-align: center;"><u>Humans, Culture, Language, and Schools</u></p> <p>This week, we focus on your cultural identity and the role of culture in schools (and the role of schools in culture). Who are you as a cultural being? How does your cultural identity intersect with school? How do your students’ cultural identities intersect with school? How does language factor into schooling?</p>	<p>Read and respond in your Dialectical Journal</p> <p>Nieto: <i>The Light in Their Eyes</i></p> <p style="text-align: center;">and</p> <p>Kohl: <i>Topsy-Turvie</i></p> <p style="text-align: center;">OR</p> <p>Purcell-Gates: . . . <i>As Soon as She Opened her Mouth</i></p> <p style="text-align: center;">and</p> <p>Fox: <i>Critical Role of Language</i></p> <p style="text-align: center;">and</p> <p>Garza & Crawford: <i>Hegemonic Multiculturalism</i></p>
Week 4	<p style="text-align: center;"><u>Confronting Narratives of Ourselves, Our Students, and What it Means to Teach</u></p> <p>This week, we’ll weave back to inquiry as we work to capture what an inquiry stance looks like in practice. How (and why) have narratives been developed and perpetuated that tell ‘single stories?’ How do we question</p>	<p>Read and respond in your Dialectical Journal:</p> <p>Beatty: <i>Hollywood’s Reductive Narratives</i></p> <p style="text-align: center;">and</p> <p>Servage: <i>Making Space for</i></p>

	those stories and counter them? What space is possible in schools for inquiry around hard, necessary questions?	<i>Critical Reflection in Professional Learning Communities</i> and Fecho, <i>Chapters 1-5</i> Ballenger, <i>part 1</i>
Week 5	<u>Bringing Inquiry into Your Practice</u> This week, we'll finish your book study and begin to synthesize your course experience. You'll submit your Teacher Beliefs Statement and spend time surfacing your own questions for study. You'll focus on the question: What does inquiry mean for me?	Read and respond in your Dialectical Journal Fecho, <i>Chapters 6-9</i> Ballenger, <i>part 2</i> PBA: Teacher Beliefs Statement Due to Tk20 via BB by 7/26, 11:59pm
Week 6	<u>Concluding your first ASTL Core Course</u> This final week, you'll spend time wrapping up your autobiographical study and crafting your first program reflection point. Both assignments will be due this week.	PBA: Final Autobiographical Study due to TK20 via BB by Thursday, August 1, 11:59pm Reflection Point: EDUC 612 Due to Blackboard Org Site by August 2, 11:59pm

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

WEEKLY CLASS ENGAGEMENT RUBRIC EDUC 612

30 points	Evolving	Competent	Accomplished
Overall Participation	Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. Collaborate session, if scheduled, may not have been attended; The student's communications with professor and peers often demonstrates unprofessional attitude, behavior, or exchange.	Most tasks for all weeks are completed on time and demonstrate thoughtfulness. Collaborate sessions, if scheduled, were attended and student somewhat engaged with peers and instructor; Demonstrates professionalism in all communications with professor and peers.	All tasks for all weeks are completed on time and demonstrate thoughtfulness. Collaborate sessions, if scheduled, were attended and student actively engaged with peers and instructor; Demonstrates professionalism in all communications with professor and peers.
Discussion Quality	Discussion posts and most replies are limited; Readings are not at all integrated to support posts; Some to no posts utilize and demonstrate learners' prior and/or new knowledge; Replies do not go beyond superficial responses; Replies may not build on others' responses to create connected threads; The student rarely pushes their own and/or their peers' thinking.	Most discussion posts and most replies are one <i>hearty</i> paragraph to three paragraphs; Readings are somewhat integrated to support posts; Most but not all posts utilize and demonstrate learners' prior and/or new knowledge; Replies typically go beyond superficial responses; Most replies build on others' responses to create connected threads; Questions may be posed for further thought and discussion; Some questions from peers may be addressed (there is some evidence that you went back to read discussion replies); The student may usually, but not always, critically consider content and/or pose questions.	All discussion posts and all replies are one <i>hearty</i> paragraph to three paragraphs; Readings and weekly content are integrated to support thoughtful posts (<i>and explicitly referenced</i>); Posts utilize and demonstrate learners' prior <i>and</i> new knowledge; All replies go beyond superficial responses; Replies build on others' responses to create connected threads; As appropriate, questions are posed for further thought and discussion; Questions from peers are addressed (there is evidence that you went back to read discussion replies); Student critically considers class content and poses questions to push their own thinking and that of their peers.

REFLECTIVE JOURNAL ENTRIES RUBRIC

<i>15 points total</i>	Evolving	Competent	Accomplished
<p>Overall Participation and Structure of journal entries</p>	<p>Fewer than 6 journal entries are completed on time and submitted via the Blackboard Journal tool.</p> <p>Student does not articulate answers/responses to all the journal prompts and includes a number of off topic information.</p> <p>Lack of coherence in thought is evident in the journal entries</p> <p>Entries lack evidence of substantial thought and/or were only addressed briefly during class time.</p> <p align="center"><i>0 points</i></p>	<p>At least 6 journal entries are completed on time and submitted via the Blackboard Journal tool.</p> <p>Student articulates answers/responses to the journal in a somewhat clear manner with occasional information off topic.</p> <p>Lack of coherence in thought may be evident in the journal entries.</p> <p>Entries demonstrate some evidence of revisions but the majority of the writing was not revised or further reflected upon.</p> <p align="center"><i>3 points</i></p>	<p>All journal entries are completed on time and submitted via the Blackboard Journal tool.</p> <p>Student clearly and concisely articulates answers/responses to the journal prompt.</p> <p>Student thoughts are expressed in a coherent and logical manner.</p> <p>Entries are substantive and demonstrate evidence of revisions (i.e. time was spent further reflecting on thoughts written in class).</p> <p align="center"><i>5 points</i></p>
<p>Reflection on Experiences</p>	<p>Student does not appear to question his/her own work as an educator as well as her/her own biases, stereotypes, preconceptions, and/or assumptions.</p> <p align="center"><i>0 points</i></p>	<p>Student begins to question his/her own work as an educator as well as his/her own biases, stereotypes, preconceptions, and/or assumptions with limited emphasis on past experiences, course readings, theory, and/or class discussions.</p> <p align="center"><i>3 points</i></p>	<p>Student clearly <i>questions</i> his/her own work as an educator, as well as personal biases and preconceptions in light of past experience, course readings, theory, and/or class discussions; defines new modes of thinking as a result.</p> <p align="center"><i>5 points</i></p>
<p>Reflection into the Future</p>	<p>Student does not appear to place emphasis on developing an understanding of self, others, and/or the course objectives.</p> <p>Lack of issues described from which the student can reflect upon his/her work as an educator.</p> <p align="center"><i>0 points</i></p>	<p>Student begins to place emphasis on developing an understanding of self, others, and/or the course objectives. Issues are often described instead of critically reflected upon in terms of themselves, others, and the course objectives. The student <i>reflects</i> on practices within his/her own work using situational context and some theory. Emphasis is placed on analysis, clarification, and validation of teaching practices instead of on bringing moral, ethical, and sociopolitical issues to bear on their education practices.</p> <p align="center"><i>3 points</i></p>	<p>Student places clear emphasis on developing an understanding of self, others, and the course objectives.</p> <p>Student makes clear and specific connections between the course and his/her classroom teaching.</p> <p>Student <i>critically reflects</i> by bringing moral, ethical, and sociopolitical issues to bear on his/her educational practices and shows confidence in the ability to be ‘uncertain’.</p> <p align="center"><i>5 points</i></p>

TEACHER BELIEFS STATEMENT RUBRIC
Course Performance-Based Assessment -- To be uploaded to TK20 through Blackboard

<i>10 points total</i>	<i>Does Not Meet Standard (Little to No evidence)</i>	<i>Approaches Standard (Some evidence)</i>	<i>Meets Standard (Clear evidence)</i>	<i>Exceeds Standard (Clear convincing and substantial evidence)</i>
Mind map	Mind map may not be included OR map only includes a couple of beliefs.	Mind map includes several beliefs but they might not be connected to actions or may only represent either teaching or learning.	Mind map includes several beliefs related to teaching and learning; actions are included.	Mind map includes a wide range of beliefs about teaching and learning. Actions are included that represent the beliefs.
Teacher Beliefs Written Statement <i>ASTL Learning Outcomes 3 and 4</i> <i>IB Adv Cert Domain 3.2</i>	Statement does not satisfy page guidelines; beliefs are not clearly identified nor described; includes limited to no mention of how classroom actions and decisions represent beliefs; does not include references; the writing is unclear.	Statement may be under 3 pages or way over 5 pages; statement identifies the teacher's beliefs but may be cursory; the beliefs are somewhat described; includes mention of how classroom actions and decisions represent beliefs, but may not attend to how they may not; may not include references; the writing may be unclear.	Statement is 3-5 pages; statement identifies the teacher's beliefs; the beliefs are described; includes discussion of how classroom actions and decisions represent beliefs AND also how they may not; includes references (APA); it is clear that the teacher is reflecting on their identity as a teacher; the writing is clear.	Statement is 3-5 pages and <ul style="list-style-type: none"> • clearly identifies the teacher's beliefs; • the beliefs are well described; • includes discussion of how classroom actions and decisions represent beliefs; • includes discussion of how classroom actions and decisions may be in conflict; • includes references (APA); • it is clear that the teacher is meaningfully reflecting on their identity as a teacher; • the writing is clear.

The ASTL AUTOBIOGRAPHICAL STUDY RUBRIC
 ASTL EDUC 612 *Inquiry into Practice*

Course Performance-Based Assessment -- To be uploaded to TK20 through Blackboard

	Pts	<i>Does Not Meet Standard</i> (Little or no evidence)	<i>Approaches Standard</i> (Some Evidence)	<i>Meets Standard</i> (Clear evidence)	<i>Exceeds Standard</i> (Clear convincing and substantial evidence)
Autobiographical Study	40	F: < 28	C: 28-31	B: 32-35	A: 36-40
Introduction <i>ASTL Learning Outcome 4</i>	2	<ul style="list-style-type: none"> <i>No introduction</i> is included No thematic element is present. 	<ul style="list-style-type: none"> <i>Brief Introduction</i> is included that presents the autobiographical study; Includes a theme but does not elaborate on its relationship to the individual, or may not be carried through the sections. 	<ul style="list-style-type: none"> <i>Introduction</i> is included that clearly presents the autobiographical study but may not elaborate on one or more of the key pieces. Includes a brief rationale for a thematic element that is included in and woven through the sections. 	<ul style="list-style-type: none"> <i>Introduction</i> is included that clearly and substantially presents the key pieces of the autobiographical study, which provides a <i>roadmap</i> for the learning journey. Includes the rationale for a carefully selected <i>thematic element</i> that is woven through and takes form in each of the sections
Section 1: Who You Are as a Learner and an Individual					
Key Influences <i>ASTL Learning Outcome 5</i>	4	Project provides limited description or limited support of <i>key influences (events/people)</i> who shaped you as a learner.	Project creates a focus around <i>key influences (events/people)</i> who shaped you as a learner with a limited or cursory discussion	Project creates a focus around <i>key influences (events/ people)</i> who shaped you as a learner with a short discussion of each	Project creates a focus around <i>key influences (events/people)</i> who shaped you as a learner with a thorough discussion of each
Cultural Influences on Self <i>ASTL Learning Outcome 6</i> <i>IB Adv Cert Domain 3.2</i>	4	Does not include cultural influences, or refers to language, culture, and/or diversity in a limited fashion	Refers briefly to one's cultural and linguistic background; provides limited information regarding language, culture, and/or diversity	Refers to aspects of one's cultural and linguistic background and provides some examples of language, culture, and/or diversity	Clearly refers to aspects of one's cultural and linguistic background and provides clear examples of language, culture, and/or diversity that apply to self.

	Pts	<i>Does Not Meet Standard</i> (Little or no evidence)	<i>Approaches Standard</i> (Some Evidence)	<i>Meets Standard</i> (Clear evidence)	<i>Exceeds Standard</i> (Clear convincing and substantial evidence)
<i>Section 2: Who You Are as a Teacher and Educational Professional</i>					
Teacher Beliefs Statement <i>ASTL Learning Outcomes 3 and 4</i> <i>IB Adv Cert Domain 3.2</i>		<i>Teacher Beliefs Statement</i> (submitted to TK20 through Blackboard) should be included in this section			
Teacher Experiences and Classroom Actions <i>ASTL Learning Outcome 4</i> <i>IB Adv Cert Domain 3.2</i>	4	Brief or minimal reflection is included that focuses on teaching experiences and classroom actions.	Reflects on teaching experiences and classroom interactions in the classroom setting, but may lack some clarity or depth of criticality.	Critically reflects on teaching experiences and classroom interactions within the classroom setting	Clearly and critically reflects on one's teaching experiences and classroom interactions with substantial depth.
Content Knowledge and Individual Teacher Knowledge and its role in your Classroom Practice <i>ASTL Learning Outcome 4</i> <i>IB Adv Cert Domain 3.1</i>	4	Lacks a demonstration of one's acquired content knowledge either through their concentration courses or their teaching careers.	Demonstrates one's acquired content knowledge either through their concentration courses or their teaching careers in a cursory manner. Provides no discussion on how it relates to classroom practice with limited evidence.	Clearly demonstrates one's acquired content knowledge either through their concentration courses or their teaching careers. Provides a discussion on how it relates to classroom practice with limited evidence.	Clearly and convincingly demonstrates one's acquired content knowledge either through their concentration courses or their teaching careers. Provides a thorough discussion on how it relates to classroom practice with evidence.
Cultural and Linguistic Influences in the Classroom <i>ASTL Learning Outcome 6</i> <i>IB Adv Cert Domain 3.2</i>	4	Minimally addresses, or does not address, cultural and linguistic influences on learning. Minimally, or does not, describe changes that might be made to improve culturally responsive educational practices.	Addresses cultural and linguistic influences on learning in a cursory manner. Articulates, or only minimally articulates, ideas surrounding changes that the teacher could incorporate in his/her teaching practice to improve culturally responsive educational practices.	Addresses some cultural and linguistic influences on learning present in your classroom and teaching practice. Articulates some ideas surrounding changes or updates that the teacher could incorporate in an effort to achieve culturally responsive educational practices.	Clearly addresses cultural and linguistic influences on learning present in your classroom & practices. Articulates specific ideas surrounding changes that could be made that incorporate culturally responsive educational practices to positively impact learners.

	Pts	<i>No evidence</i> (Little or no evidence)	<i>Beginning</i> (Limited evidence)	<i>Developing</i> (Clear evidence)	<i>Accomplished</i> (Clear convincing and substantial evidence)
Section 3: Who You Are as an Inquirer					
Teacher as Inquirer <i>ASTL Learning Outcome 4 IB Adv Cert Domain 4.1</i>	4	Limited or no future teacher inquiry/research ideas are included, or lists fewer than two research questions	Project includes limited ideas for future teacher inquiry/research; lists two potential questions for research; may not show purposeful connection to course content.	Project includes potential ideas for future teacher inquiry/research; lists three potential questions for research that exhibit purposeful connection to course content.	Project includes explicitly stated, potential ideas for future teacher inquiry/research; includes list of four or more potential questions that exhibit purposeful connection to course content.
Section 4: Final Reflection- Critical Reflective Practice					
Concluding Reflection (included at the end of the Autobiographical Study) <i>ASTL Learning Outcome 4</i>	4	Concluding Reflection: Reflection provides minimal connections to what was learned in creating the study, or a concluding Reflection is not included.	Concluding Reflection: Provides a <i>reflection</i> about what the author has learned in creating the study. Few connections of own learning to classroom practice	Concluding Reflection: Provides a critical <i>reflection</i> about what the author has learned in creating the study. Connects own learning to classroom practice	Concluding Reflection: Provides a thoughtful, clearly articulated critical <i>reflection</i> about what the author has learned in creating the study. Connects own learning to classroom practice
Overall Areas for Inclusion in the Autobiographical Study					
Application of EDUC 612 Readings AND Referencing Style <i>ASTL Learning Outcomes 4 and 5 IB Adv Cert Domain 1.1</i>	4	Limited references to EDUC 612 readings only. Minimal to no connections articulated between the readings and classroom practice. References do not follow <i>APA (6th edition)</i> style.	Incorporates readings to articulate & support the reflections and elements included in the study. References include four (4) EDUC 612 readings; no additional professional literature included. Makes minimal connections to classroom practice. References contain multiple <i>APA (6th edition)</i> errors.	Incorporates readings to articulate & support the reflections and elements included in the study. References include five (5) EDUC 612 readings; some additional professional literature included. Makes some connections to current classroom practice. References may contain minor <i>APA (6th edition)</i> errors.	Clearly incorporates readings to articulate & support the reflections and elements included within the study. References include a minimum of six (6) EDUC 612 readings; additional professional literature included. References make clear connections to current classroom practice. References adhere to <i>APA style (6th edition)</i> .

	Pts	No evidence (Little or no evidence)	Beginning (Limited evidence)	Developing (Clear evidence)	Accomplished (Clear convincing and substantial evidence)
Genres—Technology <i>ASTL Learning Outcome 8</i>	2	The presentation of the genres does not demonstrate that technology was effectively used.	The presentation of the genres demonstrates limited to little use of technology .	The presentation of the genres demonstrates effective or varied use of technology .	The presentation of the genres demonstrates effective and varied use of technology .
Genres—Quantity <i>ASTL Learning Outcome 4</i>	2	Paper contains two or fewer genres, or limited to no excerpts from the personal reflective journal (two or fewer journal excerpts).	Paper contains three genres one of which is multiple excerpts from the personal reflective journal (minimum of three journal excerpts).	Paper contains four genres, one of which is multiple excerpts from the personal reflective journal (minimum of four journal excerpts).	Paper contains at least five genres , one of which is multiple excerpts from the personal reflective journal (minimum of five journal excerpts).
Overall Style <i>ASTL Learning Outcome 4</i>	2	Contains many grammatical errors or error patterns.	Lacks in grammatical or stylistic form OR contains many errors or error patterns.	Grammatically and stylistically written, but contains some errors or error patterns.	Grammatically and stylistically well written with few errors and no error patterns.

RUBRIC KEY:

Section 1: Who You Are as a Learner and an Individual
Section 2: Who You Are as a Teacher
Section 3: Who You Are as an Inquirer
Section 4: Final Reflection- Critical Reflective Practice

ASTL PROGRAM REFLECTION POINT: EDUC 612

<p align="center">ASTL Portfolio Reflection Point for EDUC 612</p>	<p>May not completely or thoroughly respond to the prompt; May not have been completed on time or at all; may not have been submitted to Core Organization site on Blackboard <i>0 pts.</i></p>		<p>Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site on Blackboard <i>5 pts.</i></p>
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